



2010 AAC&U Institute on General Education

Consultant Biographies

J. Herman Blake is the inaugural Humanities Scholar in Residence at the Medical University of South Carolina. Dr. Blake received his BA from New York University and his MA and PhD from the University of California at Berkeley. All degrees are in Sociology. Dr. Blake is an experienced academic administrator, having served as founding Provost of Oakes College at the University of California, Santa Cruz, and President of Tougaloo College in Mississippi. He was also the Eugene M. Lang Visiting Professor for Social Change at Swarthmore College; Vice Chancellor for Undergraduate Education at Indiana University Purdue University Indianapolis; and Director of African American Studies at Iowa State University. He retired from Iowa State University as Professor of Sociology-Emeritus and served most recently as Scholar in Residence and founding Director of the Sea Islands Institute at the University of South Carolina, Beaufort.

Throughout his career Dr. Blake has focused his attention on academic achievement of students from under-represented minority backgrounds in higher education. To that end he has used many approaches – being best known for his pioneering work in service learning and community engagement and development. At Iowa State University his comprehensive approach to student retention contributed to a 45 percent increase in the graduation rate of Black students over 7 years. Blake's research focuses on minority students in higher education; urban militants in the African American community; and social change and community development in rural and urban African American communities. His publications include over fifty full-length contributions and a book, the autobiography of Huey P. Newton, *Revolutionary Suicide*. Among his many honors, he was selected as the Iowa Professor of the Year by the Carnegie Foundation for the Advancement of Education and the Council for the Advancement and Support of Education. He has served as a Fellow at several foundations and served on numerous national task forces, advisory committees and boards. In 1978 the American Council on Education named him one of the top 100 emerging leaders in higher education. He has been awarded six honorary degrees and two presidential medals.

Brian K. Bridges is the Vice Provost for Diversity, Access and Equity at Ohio University where he is charged with leading efforts to increase the compositional diversity on campus and promoting a climate that embraces difference. Brian has intentionally lived a diverse higher education career for maximum exposure to various aspects of the academy having worked as a faculty member, in a professional association, in a research center, in student affairs, in TRIO programs and as an academic advisor. His most recent positions, prior to his current role, include serving as Associate Director of the Center for Advancement of Racial and Ethnic Equity for the American Council on Education (ACE); Assistant Professor of Higher Education Administration at The George Washington University; and Associate Director at the Indiana University Center for Postsecondary Research.

While at ACE Brian served as lead author on the monograph, *Broadening the Leadership Spectrum: Advancing Diversity in the American College Presidency*, and co-coordinated the Bridging the Gap Initiative designed to cultivate collaboration between multicultural education and internationalization on college campuses. Brian's research agenda has focused on race and academic leadership, minority student engagement and success, and collaboration between multicultural education and internationalization on college campuses. He has begun investigating methods for infusing diversity into the curriculum, particularly in general education. In 2006, Brian was selected as an Emerging Scholar by the American College Personnel Association. He received his PhD in higher education administration from Indiana University.

Helen L. Chen is a research scientist at the Stanford Center for Innovations in Learning (SCIL) within the Human-Sciences Technologies Advanced Research Institute at Stanford University. She earned her undergraduate degree from UCLA and her PhD in Communication with a minor in Psychology from Stanford University in 1998. Helen was the project director of the Learning Careers program, a five-year effort funded by The William and Flora Hewlett Foundation that explored ways to support student integration of the formal and informal learning experiences that characterize undergraduate learning. Through collaborations with national and international portfolio researchers, she co-led the development of *Folio Thinking*, a reflective practice that situates and guides the effective use of learning portfolios. In her current position, Helen leads the evaluation efforts to document and disseminate the innovations in teaching and learning occurring in the technology-augmented classrooms in Stanford's Wallenberg Hall. She is also contributing to several research projects related to engineering education and academic and professional persistence in engineering fields. Helen is a founding member and co-facilitator of EPAC, a community of practice focusing on pedagogical and technological issues related to ePortfolios broadly defined. As a member of the national advisory board for AAC&U's Valid Assessment of Learning in Undergraduate Education (VALUE) project, Helen and her colleague Tracy Penny-Light authored AAC&U's recent publication on *Electronic Portfolios and Student Success*.

Helen's current research interests focus on the applications of Folio Thinking pedagogy and practices in various disciplines and the use of ePortfolios and other social software tools (wikis, blogs, webinars, etc.) to facilitate teaching, learning, and assessment. She has experience establishing and sustaining communities of practice and would be happy to work with teams interested in how social media can be used to support teaching and learning objectives and to promote and disseminate general education initiatives to various stakeholder groups both on and off campus (students, faculty, alumni, etc.).

Susan Elrod holds a Ph.D. in Genetics from the University of California-Davis and a B.S. in Biological Sciences from California State University-Chico. She joined the faculty in Biological Sciences at California State University-San Luis Obispo (Cal Poly) in 1997 and has taught extensively, conducted scientific and educational research, and published widely. Elrod most recently served as associate dean for strategic initiatives in the College of Science and Mathematics at Cal Poly and as the director of Cal Poly's Center for Excellence in Science and Mathematics Education (CESaME), which is a university-wide, interdisciplinary center that focuses on programs that enhance STEM education.

She has been a leader in a wide array of STEM education initiatives, including the PKAL Keck Foundation-funded initiative, *Facilitating Interdisciplinary Learning*, and several STEM teacher education initiatives, such as CSU's STAR (Science Teacher and Researcher) program, the California STEM Innovation Network (CSI-Net), and a study of Elementary School Teacher Science Education with the California Council on Science and Technology. Elrod is a PKAL F21 faculty member and has taught courses in microbiology, bioinformatics, biotechnology, and genetics. Her National Science Foundation-funded science education work has encompassed the development of case studies for teaching undergraduate genetics and assessment instruments for measuring core conceptual understanding. Her scientific expertise is as a molecular biologist with extensive experience in the biotechnology industry and in conducting research with undergraduates and masters students. At Cal Poly, she has served as chair of the WASC reaccreditation committee, associate chair of the Biological Sciences Department, chair of the Academic Senate Curriculum Committee, and special assistant to the Provost. In 2006-07, she completed an American Council on Education Fellowship at the Colorado College where she studied critical leadership issues regarding integrative models of undergraduate learning and STEM education transformation.

Scott E. Evenbeck is Professor of Psychology and Dean of University College at Indiana University-Purdue University at Indianapolis (IUPUI). He joined the faculty at IUPUI in psychology in 1972, after completing his Ph.D. degree in psychology at the University of North Carolina at Chapel Hill. Evenbeck has been involved for many years in the design and assessment of general education, including the development, ongoing implementation, and assessment of IUPUI's outcomes for student learning. He has also played a major role in various P-16 initiatives to support student academic achievement and in retention initiatives for Indiana higher education. He has given over 100 presentations on serving entering students and many articles and chapters on enhancing student academic achievement and persistence. He represented IUPUI in the Association of American Colleges and Universities (AAC&U) Greater Expectations project and has served as a Task Force Advisor in the Foundations of Excellence in the First College Year. Evenbeck also serves as a resource faculty member at the Summer Quality Academy and as a consultant to several campuses in the BEAMS project. He served on the Advisory Board for the National Resource Center for the First-Year Experience and Students in Transition. Evenbeck serves on the faculty for the Summer Institute on Learning Communities with the Washington Center for Improving the Quality of Undergraduate Education and on accreditation teams for three regional associations.

Bret Eynon is Assistant Dean for Academic Affairs and the Executive Director of the Hesburgh Award-winning Center for Teaching and Learning at CUNY's LaGuardia Community College, guiding programs on topics from inquiry learning to ePortfolio. With CUNY's American Social History Project (ASHP) from 1983-2000, Eynon created acclaimed books, video documentaries, and CDs, including *Freedom's Unfinished Revolution: An Inquiry Into the Civil War and Reconstruction*, and *Intentional Media: The Crossroads Conversations on Learning and Technology in Culture and History Classrooms*. Dr. Eynon has been most widely recognized for his work in professional development, teaching with technology, and educational change. In the early 1990s he created ASHP's New Media Classroom network, a 7-year national program helping history and cultural studies faculty use digital resources to support active learning. He served for 3 years as chief trainer for the Library of Congress's American Memory program. And from 2000 to 2005 he and Georgetown University Prof. Randy Bass co-directed the national Visible Knowledge Project, a faculty network of 20 universities engaged in scholarship of teaching projects linked to the use of new media.

Having joined LaGuardia Community College in 2000, Eynon is pleased to work with faculty teaching a student body that is 2/3 immigrant and 70 percent female, coming from 160 different nations around the globe. He is the founder of the LaGuardia Center for Teaching and Learning, which offers faculty programs designed to advance innovative teaching and enrich student learning. In 2006-7 the Center had 13 year-long seminars, engaging more than 150 faculty on issues ranging from interdisciplinary literacy to global diversity. The Center links technology, pedagogy and assessment in LaGuardia's ePortfolio initiative, one of the largest ePortfolio projects in higher education nationwide. The Center's work was highlighted in the 2006 MetLife Foundation Community College Excellence Award and the 2007 Bellwether Award from the Community College Futures Association.

Ann S. Ferren is currently serving as Provost at the American University in Bulgaria. She has over 25 years of experience as an academic administrator in a variety of roles including Director of General Education, Dean of Faculty, and Interim Provost at American University, Washington D.C. and Vice President for Academic Affairs at Radford University. She has served on the Board, been a Senior Fellow, and participated in many institutes with the Association of American Colleges and Universities. She received her A.B. in Economics from Radcliffe College, M.A.T. from Harvard Graduate School of Education, and the Ed.D. from Boston University. Her publications focus on improving teaching and learning, strengthening

undergraduate curricula, strategically realigning resources, and developing collaborative academic leadership. She has offered workshops and presentations on general education at national meetings focusing on the process of revising general education programs, alternative models for general education programs, and the challenge of change when there are financial constraints. As a consultant to campuses both in the US and abroad, her particular interest is the way in which curricular reform serves as a stimulus for faculty and institutional development. Her work on academic quality, assessment, and reallocation of resources to support curricular improvement and change is particularly relevant in the new economic environment of higher education.

Ashley Finley is the Director of Assessment for Learning at AAC&U. She is also the national evaluator for the Bringing Theory to Practice (BTtoP) Project, where she consults with campus teams on the implementation of initiatives that focus on the intersection and promotion of students' engaged learning, civic development, and student mental health and well-being. She is currently working closely with 6 colleges and universities that serve as BTtoP demonstration and intensive sites, and an additional 55 institutions that compose BTtoP's Leadership Coalition – a coalition specifically aimed at fostering sustainable institutional change and transformation around the goals of a liberal arts education.

Finley's national work, at both the campus and national levels, has focused on developing best practices regarding program implementation, instrumentation, and mixed methods assessment. Before joining AAC&U, she was an assistant professor of sociology at Dickinson College. Her teaching and research have focused broadly on issues of social inequality, specifically with regard to gender in social institutions, and the use of quantitative methods. She has also taught courses that have incorporated high-impact learning practices, such as learning communities and service-learning. Finley received a B.A. degree from the University of Nebraska-Lincoln and an M.A. and Ph.D, both in sociology, from the University of Iowa.

Paul L. Gaston, after 14 years of service as a provost, is now enjoying a new role as Trustees Professor of English Literature and Higher Education Administration at Kent State University. In each of his academic administrative positions (Kent State, Northern Kentucky University, the University of Tennessee at Chattanooga, Southern Illinois University at Edwardsville) he has taught a wide range of courses, from "song" to Shakespeare to State and Federal Policy. He earned the Ph.D. and M.A. in English from the University of Virginia, where he was a Woodrow Wilson Fellow and a DuPont Fellow. He has led teams from two universities (UTC and NKU) to the Institute on General Education and sponsored a third (Kent State).

He has published on general education and assessment and has served as a consultant on general education to such universities as Central Missouri, East Tennessee State, Keuka College, Southern Illinois University Edwardsville, University of Nebraska at Kearney, Eastern Washington University, Bradley University, Hampton University, and the University of Wisconsin Eau Claire. He is particularly interested in curricular design, in logistical strategies for ensuring favorable institutional consideration of general education proposals, and in the application of continuous improvement processes to general education. He is the author of books on Joseph Conrad and American poet W. D. Snodgrass and of articles on many subjects. For instance, during 2007-09, he has published articles on George Herbert and the British hymn tradition, on computers and futures trading, on the Italian novel, *Il Gattopardo*, and on the Bologna Process. His most recent publication (February 2009), with Jerry Gaff, is *Revising General Education—And Avoiding the Potholes*. His book on the Bologna Process, *The Challenge of Bologna*, was published by Stylus Publishing, LLC, in January 2010.

Kevin Hovland earned a BA in Russian Regional Studies from Columbia University and is ABD in History at Georgetown University. He is Director of Global Initiatives and Curricular Change at AAC&U, working in the office of Diversity, Equity, and Global Initiatives. He is responsible for the [Shared Futures](#) initiative, with recent projects funded by the Henry Luce Foundation and the Fund for the Improvement of Postsecondary Education. Shared Futures projects encourage colleges and universities to use global learning outcomes as an organizing principle for coherent and comprehensive general education curricular designs.

Hovland is the author of the AAC&U monograph, [Shared Futures: Global Learning and Liberal Education](#) as well as several articles further articulating global learning as an essential outcome of liberal education. He is also program director for AAC&U's annual meeting, project director for [The Educated Citizen and Public Health](#), and executive editor of [Diversity & Democracy: Civic Learning for Shared Futures](#), an AAC&U periodical designed to provide campus practitioners with readily available information about successful diversity initiatives around the country and to support academic leaders and educators as they design and reshape their diversity programs, civic engagement initiatives, and global learning opportunities to better prepare students for principled action in today's complex world.

Lee Knefelkamp earned her undergraduate degree from Macalester College and her masters and doctoral degrees in Counseling Psychology from the University of Minnesota. She has been Department Chair of the Counseling and Personnel Services Program at the University of Maryland, Dean of the School of Education at American University, Academic Dean of Macalester College, Chair of the Higher Education Program at Teachers College, and is currently Professor of Psychology and Education in the Program of Social/Organizational Psychology at Teacher College/Columbia University.

Lee is an expert on student intellectual, ethical, and identity development and has written widely in those areas. She is also a frequent consultant with colleges and universities who are working on curricular transformation and greater collaboration between student and academic affairs. She is a frequent contributor to Diversity Digest. She also teaches intercultural communication, leadership for campus change, and truth and reconciliation courses for the Summer Institute for Intercultural Communication.

Peggy L. Maki is a higher education consultant who specializes in assisting undergraduate and graduate colleges and universities, higher education boards, higher education organizations, and disciplinary organizations integrate assessment of student learning into educational practices, processes and structures. Her work also focuses on assessment within the context of accreditors' expectations for institutional effectiveness. Currently, she serves as sole consultant to the Rhode Island Board of Governors for Higher Education and its public higher education institutions under a multi-year project focused on integrating assessment across the State's public institutions in conjunction with K-20 assessment efforts. In addition, she is Assessment Field Editor at Stylus Publishing, LLC, serves on several editorial advisory boards for assessment publications, and recently served on the national advisory board for AAC&U's VALUE PROJECT: Valid Assessment of Learning in Undergraduate Education. She has served as assessment consultant and workshop leader (1) for the Carnegie Foundation's Integrated Learning Project; (2) for a Teagle grant awarded to consortia of colleges and universities across the United States; (3) for a Mellon grant awarded to Appalachian colleges and universities focused on assessing students' learning in mathematics, the sciences, and writing; and (4) currently serves as an ongoing consultant under a multi-year grant to New Mexico State University for its doctoral programs preparing historically under-represented students in the biomedical sciences.

Formerly, Senior Scholar and Director of Assessment at the American Association for Higher Education (AAHE), she has served as Associate Director of the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, Inc., New England's regional accrediting body; Vice President, Academic Dean, Dean of Faculty, and Professor of English, Bradford College, MA; Chair of English, Theatre Arts, and Communication, Associate Professor of English, and Dean of Continuing Education, Arcadia University, PA. She is a recipient of a national teaching award, the Lindback Award for Distinguished Teaching, has given several honorary lectureships at colleges and universities for her work in assessment, and is a frequent keynote speaker at national and international assessment conferences. She has conducted over 450 workshops and keynote addresses on assessment both in the U.S. and abroad and frequently publishes articles on assessment. Her handbook on assessment, *Assessing for Learning: Building a Sustainable Commitment across the Institution*, was published in 2004, by Stylus Publishing, LLC. In late 2007 Stylus published her co-edited book, *The Assessment of Doctoral Education*. In 2010 Stylus Publishing will publish both a second edition of her 2004 assessment book as well as her edited collection of faculty perspectives on and experiences with assessment, *Coming to Terms with Assessment*.

Terrel Rhodes is Vice President for Quality, Curriculum, and Assessment at the Association of American Colleges and Universities (AAC&U). He received his B.A. at Indiana University in Bloomington, and his M.A. and Ph.D. in Political Science at the University of North Carolina at Chapel Hill. He has held appointments at St. John's University in Minnesota, the University of North Carolina at Charlotte, and Portland State University. Previously he was Vice Provost for Curriculum and Dean of Undergraduate Studies at Portland State University, and Vice Chancellor for Academic Affairs and Director of Student Academic Services at UNC Charlotte. As such, he, oversaw the curriculum process, served as the institutional liaison for accreditation, oversaw the community college relations initiative, alignment of student learning expectations on campus with the Oregon University System Proficiency-based Admissions Standards System (at PSU), assessment of student learning outcomes, the undergraduate research program, and faculty vitality and course redesign initiatives. He is the author of three books, several articles, book chapters and grant proposals.

Having designed and taught interdisciplinary general education and honors courses, Dr. Rhodes can consult on these topics as well as accreditation and assessment of student learning outcomes, uses of e-portfolios, community college and high school relations, and TRIO programs and student support services. Integrated learning and the connections between general education and departments are also areas of experience for him. Finally, institutional transformation, civic engagement and the integration of student mentors in general education programs are potential areas for mutual dialog.

Carol Geary Schneider has been president of the Association of American Colleges and Universities since 1998. With a membership of 1,200 institutions, including colleges and universities of all types and sizes, AAC&U is the leading national organization devoted to advancing and strengthening undergraduate liberal education. Since becoming President of AAC&U, Dr. Schneider has initiated several major initiatives. In 2005, AAC&U launched *Liberal Education and America's Promise* (LEAP), a ten-year public advocacy and campus action initiative designed to engage students and the public with what really matters in a college education for the twenty-first century. The LEAP campaign builds on AAC&U's major effort, *Greater Expectations: The Commitment to Quality as a Nation Goes to College*, a multi-year initiative designed to articulate the aims of a twenty-first century liberal education and to identify comprehensive, innovative models that improve learning for all undergraduate students.

Under Dr. Schneider's leadership, AAC&U has also expanded its work on diversity, launched several new projects on civic engagement and the disciplines, and deepened its capacity to support campuses working

on educational change. Dr. Schneider is a magna cum laude graduate and was a member of the Board of Trustees of Mount Holyoke College where she received the bachelor's degree in history. She studied at the University of London's Institute for Historical Research and earned the Ph.D. in early modern history from Harvard University. She has received honorary degrees from Towson University, Wagner College, Westminster College (UT), Prince George's Community College, the College of Wooster, St. Lawrence University, Keene State College, and the University of Wisconsin-Oshkosh.

Barbara Wright Wright is an Associate Director at the Senior Commission of the Western Association of Schools and Colleges, where she coordinates assessment programming and the annual conference in addition to managing accreditation reviews. She served for over 25 years as a faculty member in German at the University of Connecticut before retiring in 2001. Although her graduate training was in German language and literature, her interests expanded over the years to include language acquisition, women's studies, curricular reform, general education, and assessment. She remains committed to meaningful inclusion of foreign languages in general education and interdisciplinary studies of all kinds. From 1988 to 1990 Barbara directed a FIPSE-funded project to assess a new general education curriculum at UConn, and from 1990 to 1992 she served as director of the American Association for Higher Education's Assessment Forum. She is the co-author, with Andrea Leskes, of the AAC&U publication *The Art and Science of Assessing General Education Outcomes* (2005). From 1995 to 2001 Barbara served as a member of the New England Association of Schools and Colleges' Commission on Institutions of Higher Education, and she has participated in team visits for several regional accreditors. She is a sought-after consultant who brings a faculty perspective to questions of quality and accountability.

Barbara Wright would be pleased to consult with campus teams on all aspects of assessment, from basic principles and key questions through choice of methods, evidence gathering, interpretation, and use of results for program improvement. She is especially interested in qualitative approaches to the assessment of general education's more challenging goals. She is also familiar with the expectations of regional accreditors regarding assessment of student learning as an aspect of institutional effectiveness. She has followed debates on national standards for college-level learning and the role of institutions and accrediting agencies in ensuring that students meet those standards. Most recently, as the federal government has pressured accrediting agencies to enforce stricter rules regarding financial aid based on credit hours, she has begun to explore alternatives to the credit hour and seat time as indicators of learning. She has worked with a wide range of institutional types, from small liberal arts colleges, comprehensives and private universities to two-year institutions. She received her BA from Trinity College (DC), her MA from Middlebury College, and her PhD from UC Berkeley – all in German.